

Exploring the Factors Influencing the Job Satisfaction of Teachers towards Learner Performance

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Abstract: *Teacher job satisfaction has a direct impact on instructional performance and increased student achievement. It is a positive intrinsic feeling that creates outstanding performances in any company; hence, it is safe to say it is the backbone any organization. The relationship between job satisfaction and performance is an issue of continuing debate and controversy. One view associated with the early human relation's approach is that satisfaction leads to performance. The purpose of this study was to explore the influence of job satisfaction on learner performance; the study outlined the causes of poor learner performance, making it a significant study that enables the education ministry to meet its target. A qualitative design was employed because of its attentiveness, and the research approach was descriptive. The study used the purposive sampling method and data were collected using the semi- structured interview from 15 teachers and five (5) members of the management. The study found that the nature of the job; teachers' workload; recognition; motivation and support; the working environment; communication and teacher participation in decision-making and the influence of the leadership style have an effect on teachers' job satisfaction. Study gives an insight to the impact of teacher's job satisfaction on learner's performance in Africa.*

Key Words: *Learning, Performance, Influence and Decision-Making.*

Introduction

Work, being a crucial aspect of life, is an activity that occupies most of an individual's time. However, work becomes fulfilling when there is satisfaction, "the pleasure" that comes with fulfilment. In the context of this study, which explores performance and job satisfaction as key variables in the school environment, work refers to the teaching job, whereas performance refers to the academic performance of learners in the

grade or the subject in general. Scholars concur that the performance of learners reflects their effort and dedication. This statement means learners' performance is tied to factors associated to the job satisfaction of teachers, varying from the work environment and reward from the job to the overall attitude of teachers. Hage Geingob High School is situated in the heart of Katutura - in the informal settlement for that matter - having

to endure challenges to achieve performance standards at the national level (hageghighschool.com). The school has been, for years, praised for its high performance, such as being among the top three in the Junior Secondary Certificate (JSC) 2018 examinations in 2018 (www.nbc.na) and being ranked in the top five best performing schools in the Khomas region with the Namibia Senior Secondary Certificate Certificate Higher level (NSSCH) (New Era, 2019). It is against this background that this study sought to explore whether there is an influence on job satisfaction on learner performance to make improvements to maintain the academic performance at the school, so that it is consistent and that excellence is striven for because performance measurement is a continuous process (Ivanov&Avasilcai, 2014). Academia is competitive and given that the school, according to its mission statement (hageghighschool.com) seeks to provide “learners with quality education and cultural program for them to be magnified citizens of our country equipped with the skills, value and attitudes so necessary to face the outside world”, the progress is measured in the performance of the learners. Ivanov and Avasilcai (2014) affirm that the dynamic of the environment where organisations compete, such as schools, they develop a considerable interest for performance measurement. It is against this background, this study sought to explore the influence of teachers’ job satisfaction on learner performance, using Hage Geingob as a case study.

Statement of the problem

The exploration of the influence of teachers’ job satisfaction allowed the researcher to determine the factors that cause job (dis)satisfaction and the influence of performance, which will enable the school and policy makers to establish or improve their performance systems.

The performance ranks of the Hage Geingob School have been mostly third or fifth and it has not been consistent like other schools in the Khomas region. As aforementioned, competition is necessary in an academic landscape that any

school strives for excellence and quality deliverance to its learners is no exception to the competitive demands.

The fact that performance is an issue is evident in the fact that statistics in 2017 reveal that about 50 000 learners failed the national examination, 13 399 being Grade 12 learners and 27 000 Grade 10 learners (Smith, 2018). The high failure rate means the Ministry of Education, Arts and Culture did not reach its target of 40% tertiary institutions admission. And by exploring the influence of teacher’s job satisfaction on learner performance, the study will be able to outline causes of poor learner performance, making it a significant study, enabling the school and respective ministry to meet goals and objectives. Performance has been a concern to most Namibian schools, and even schools that do not experience the issue of poor performance ought to be aware of the factors that cause poor performance, thereby developing strategies and systems to measure performance.

Objectives of the study

1. To explore the impact of teachers’ job satisfaction on learner performance at Hage Geingob High School
2. To evaluate performance management systems in place at Hage Geingob High School
3. To assess the effectiveness of these management systems practices on learners’ performance

Literature Review

The concept of job satisfaction

Robbins (2018) defines job satisfaction as a positive feeling about a career, resulting from an evaluation of its characteristics; it is “the degree to which individuals feel positively and negatively about their jobs” (p. 37). Job satisfaction can also refer to a feeling of pleasure that stems from an employee’s impression of his or her job. It is no longer news that job satisfaction anchors employee performance. One of the most important goals of an organisation is to maximise employee performance to accomplish those goals (Butler & Rose 2011). In doing this, the

organisation needs not only highly motivated but also satisfied and psychologically balanced employees to increase performance and productivity in the organisation.

The concept of job satisfaction, according to Robbins (2018), can be described as a general attitude towards one's job; the difference between the rewards received and what they believe they should receive. There are different facets to job satisfaction and the challenge to understand it, as well as its effects in an organisation are more complicated than what it may seem at face value (Robbins, 2018).

Job satisfaction is, therefore, more accurately determined when employees' desired expectations are met, where they experience a feeling of accomplishment, determining the degree of satisfaction. Expectations often vary from financial freedom and fringe benefits - depending on personal needs of the individual employee(s).

Factors that influence job satisfaction

According to Arnold and Feldman (1996), various factors make learners to either feel positive or negative about their job. Moreover, some employees may be satisfied with a few aspects of their work but dissatisfied with others (Mullins, 2002). This statement means employees are usually not overall dissatisfied with their work but there are specific aspects they may be discontented about. The factors are, : recognition, the nature of work, the nature of work, supervision and management, and working conditions.

Performance management

Performance management is the process of creating a work environment or setting for people to perform to the best of their abilities. It is the main vehicle by which managers communicate what is required from employees and give feedback on how well they are achieving job goals (CIPD, 2009). It brings together many of the elements that make up the practice of people management- particularly learning and development. Performance management

establishes a shared understanding of what is to be achieved and provides an approach to leading and developing people that will ensure it is achieved and, as such, is an essential element of the leadership role and will support the relationship with individuals in a team.

A PMS is a systematic approach to translating organisational intent into unit/team objectives and individual results; improving individual and team performance to achieve organisational objectives through of ensuring a shared understanding of objectives, results, values and priorities; the provision of relevant development and coaching, as well as focused and relevant feedback (Shackleton, 2007). The PMS is, therefore, a shared process between supervisors/managers, units/teams, and individuals; management by contract rather than by demand, focused strategic competency development.

The purpose and uses of the PMS are to provide a framework for strategic planning and management; develop, improve, and articulate a shared understanding of organisational objectives, priorities and values; join the organisation together through the integration of organisational objectives and individual results (Armstrong, 2015)

What are the current theories?

Maslow's hierarchy is often illustrated in the shape of a pyramid, with the principle that the 'deficit needs' that are most essential to life are at the bottom and the 'esteem needs' which he deems least essential are at the top. This theory advocates for the idea that individuals move through a fundamental number of hierarchical motivations, in a unique order based upon both physiological and psychological needs. These 'needs' to which Maslow referred in order of importance are biological or physiological needs; safety; love and belonging; esteem and self-actualisation.

The hierarchy of needs is a psychological theory, yet it has been widely used in the education sphere. The relevance to education appears to stem from one of the overarching aims of

education which is to facilitate learning and make this process meaningful to an individual, impacting upon and becoming useful to their lives. For the retention of information to take place and for learning to be achieved, according to the hierarchy of needs, an individual should feel motivated to meet their expected goals (Jonathan, 2016). The hierarchy of needs can be used as a perspective to be learning and teaching, however if the basic human physiological needs are not achieved, it affects the learning and teaching process. Consequently, learning and self-development will become a secondary priority (Mittleman, 1991).

Poor Methodological Approach — the design must include a well-developed and transparent plan for how you intend to collect or generate data and how it will be analyzed. Ensure that the method used to gather information for analysis is aligned with the topic of inquiry and the underlying research questions to be addressed.

Proximity Sampling — this refers to using a sample which is based not upon the purposes of your study, but rather, is based upon the proximity of a particular group of subjects. The units of analysis, whether they may be persons, places, events, or things but must not be based solely on ease of access and convenience.

Statistical Treatment — in quantitative studies, you must give a complete description of how you will organize the raw data for analysis. In most cases, this involves describing the data through the measures of central tendencies like mean, median, and mode that help the researcher explain how the data are concentrated and, thus, lead to meaningful interpretations of key trends or patterns found within the data.

Vocabulary — research often contains jargon and specialized language that the reader is presumably familiar with. However, avoid overuse of technical or pseudo-technical terminology. Problems with vocabulary also can refer to the use of popular terms, cliché's, or culture-specific language that is inappropriate for academic writing. More information about proper word usage.

Ethical Dilemmas — in the methods section of qualitative research studies, your design must document how you intend to minimize risk for participants [a.k.a., “respondents”, “human subjects”] during stages of data gathering while, at the same time, still being able to adequately address the research problem. Failure to do so can lead the reader to question the validity and objectivity of your entire study (Labaree, 2023).

Limitations of Study — all studies have limitations. Your research design should anticipate and explain the reasons why these limitations exist and clearly describe the extent of missing data. It is important to include a statement concerning what impact these limitations may have on the validity of your results and how you helped ameliorate the significance of these limitations.

What contribution will my work make?

Research can play an important role in supporting teachers to identify and understand practice problems; advocate for change; demonstrate their impact in the classroom. The Namibian education system, particularly the school system, is characterised by the lack of resources, poor infrastructure, and lack of educated/trained staff, as well learners enduring various socio-economic challenges at home (Amutenya, 2016). There have also been reports about learner drop outs, teenage pregnancies, and complaints about poor infrastructure in the daily newspapers. For instance, Ngutjinazo (2019) reported that the respective ministry struggles to meet all the infrastructural needs of schools in Namibia. And these needs are usually attributed to the fact that most schools in Namibia were built during the pre-independent era – and as such, the structures need to be upgraded. The respective minister at the time, Katrina Hanse-Himarwa, elaborated that there is a need to renovate and upgrade existing, ageing infrastructure (Ngutjinazo, 2019).

In his study on the factors that contribute to low teacher morale in the Oshana region, Shavuka (2019) found that low teacher morale is attributed to the work environment, the leadership style at

the school, the level of learner motivation, parental involvement in the education of their children, and admission policies - linking it to the academic performance of learners in secondary schools in the Oshana educational region.

Research Method

Research design

Kothari (2004) advises researchers to have a research approach and design, because it serves as a guide for the entire study. It is for this reason the researcher ensured there is a research design to steer the process of the research. Patton (2015) confirms that a research design is a plan of action on how to go about an empirical research study, where conditions are arranged for collection and analysis of data to combine relevance to the purpose of the study with the research budget. in procedure. The conceptual structure within which this study was conducted is a case study; the study explored the variables (job satisfaction and performance) using a specific case – Hage Geingob Secondary School. Creswell (2013) asserts that case studies are typically designs of qualitative research, and it is effective in obtaining in-depth data on a subject under study. The method was suitable, as it was affordable and it accommodated the research instruments that were effective for the data collection.

Population

A population of a study refers to the entire group of interest with common characteristics to the variables of the study. The population of this study, therefore, consisted of all teachers, learners and management at Hage Geingob High School. The school has about 30 teachers, 10 members of management and 1 000 learners. Hence, the total population was 1 040 individuals that served as interest of the study.

Sample

Sampling refers to the selection, without bias and with as much precision as resources allow, the items of elements from which or whom researchers intend to collect data (McGiven, 2003), derived from the population of the study. Using the non-

probability sampling technique, the researcher was able to purposively select 15 teachers and five (5) members of management to participate in the study. Moreover, 60 learners were observed during class to determine aspects of relationships between their teachers.

The purposive sampling was used to select members of the population who are likely to be knowledgeable and informative about the phenomena of interest (Badugela, 2012). Polkinghorne (2005) posits that the purposive sampling concerns itself with the collection of data sufficient to refine and clarify the understanding of the experience and not for statistical inferences. Purposive sampling was employed on the basis of the characteristics of the population and the objectives of the study, which are subjective, selective and judgemental; thus, there was no guarantee that the entire population of the study would be represented in the sample (Leedy & Ormrod, 2013).

Research instruments

Data were collected using the observation guide for learners, as well as separate interview guides for teachers and management. The interviews were semi-structured, allowing for open-ended questions and probing. Creswell (2013) states that semi-structured interviews are effective for qualitative research because it allows researchers to dig deeply into the subject they are studying.

The interview questions were prepared before hand to guide the conversation and keep respondents focused on the topic; it is easy to end up going off topic. Moreover, Patton (2015) suggests that semi-structured interviews allow respondents to open up about sensitive issues, enabling the collection of qualitative data (Creswell, 2013) because qualitative data is concerned with the subjective assessment of attitudes, opinions and behaviour.

The semi-structured interview sessions were recorded with the researcher's cell phone and they were saved according to the labels given to the participants, for example Participant 1, etc. The researcher ensured that the data were classified

accordingly so they were transferred from the cell phone to the laptop in folders that were categorised as: teachers and management. This data was kept safely, locked with security password to avoid access from anyone else other than the researcher.

Data Analysis

The impact of teachers' job satisfaction on learner performance

Job satisfaction affects learner's performance and educational improvement is not possible without first improving these two factors. Robbins (2018) found that factors that contribute to job satisfaction have an impact on job satisfaction because it energises teachers to work towards the attainment of the school, which is the ultimate goal of any school. Teaching provides teachers with opportunities to advance professional in so many ways. Additionally, teaching provides opportunities for career advancement especially when to choose methods of delivery and source for the new teaching skills. The participants stated that:

"The benefit of being a teacher is that you will always have time to study if you are upgrading your qualifications" (P2).

"As a teacher you always learn a new concept every day from your colleagues and learners" (P4).

The study found that when there are changes in the curriculum it enhances teaching skills as teachers are given sufficient training. Moreover, the school is also guided by policies, and teachers are given opportunities to apply for study leave so that they may go and further their studies. The reality of the present day is that the parents, community, and all the other stakeholders in the education sector has placed a huge role on the school heads to deliver the expected outcomes in terms of educational attainment of the learners (Bambrick-Santoyo & Peiser, 2012). Bambrick-Santoya and Peiser (2012) further state that an employee's job should be uplifting and offers development. The teacher's job satisfaction has

a great impact on the learner's performance especially when the nature of their job allows them interact with the learners and advance professionally. The nature of the job of the teaching provides them with life time career goal, and some teachers become lectures or tutors.

"I am motivated by my job to do an excellent job because I learn a lot from my colleagues and learners" (P10).

"As a teacher I have gained a lot of experience and skills which motivates me to educate my learners" (P8).

Teaching provides teachers with opportunities to use variety of skills. Teachers are managers who manages a classroom and discipline. Hence, teachers acquire different types of skills from working with different personality and background which gain them interpersonal skills, intrapersonal skills, communication skills and time management skills. Teachers are involved in sports and many others extra curriculum activities which at the end equip them with various skills such as sports skills. Additional to this, teachers provide learners with opportunity to use variety of studying skills and methods to excel academic.

According to Robbins (2018) job satisfaction as a positive feeling about a career, resulting from an evaluation of its characteristics. The teacher's job satisfaction impacts the learner's performance because the school have available resources like copy machines, electronic boards which will enable the teachers to gain teaching skills from the traditional way of teaching to the modern ways of teaching using new teaching media. Teachers have access to updated curriculum and many sources with access to internet and a link with other schools. Old question papers and memorandum are available. This finding implies that when teachers up to date with new trends and innovations, it contributed to their job satisfaction. Thus, these teachers are willing to adopt such new trends and innovations in education, in order to improve the existing education in the country. This finding implies that sufficient reading materials and journals for

teachers to be used in teaching process could contribute for high job satisfaction.

Teacher's workload

From the findings, the data shows that workload also influence teachers in producing good results. Workload and stress level had a negative impact to the overall level of job satisfaction. The participants lamented that:

"Sometimes the heavy workload affects our performance because are exhausted and don't deliver great work" (P15).

"If the workload is light, one can navigate through his/her work with ease" (P. 3).

This implies that workload contributes to the stress and dissatisfaction of the teachers. Therefore, workload of teachers must be in accordance with their stipulated working hours and availability, if given more task, it must receive supports from the top management. Robbins (2018) stated that if employees find their work interesting and they are not overloaded with work, they are likely for feel the job satisfaction from their work.

Recognition, motivation and teachers support

Teacher's support is the school's efficiency in assisting or supporting teachers regarding student discipline, curriculum, instructional methods and adjustment to the school environment. Teacher's support from colleagues and the management plays a significant role in motivating and recognising the teacher's work in improving learner's performance. The type of recognition teachers receive from their immediate supervisors includes appraisal, positive praises during staff meeting for the job well done, awards ceremonies are made to award teachers for the best results in the academic year. The participants claimed that:

"When the management recognise your hard work in improving learner's performance, it makes you work hard and satisfied in your work" (P1).

"I am grateful that my colleagues are helpful and have an open-door policy to assist those who are struggling to do their jobs effectively" (P12).

The study found out that the school have the open-door policy, any teacher that need any kind of assistance, receive it. Dugguh and Dennis (2014) found positive impact of administrative support on teachers' job satisfaction. The current study noted that there is enough room for support at Hage Geingob Secondary School. The participants are of the view that school administrators are responsible toward teacher job satisfaction.

Teacher support refers to the involvement of principals and HoDs in supporting teachers' tasks and helping them in improvement of their teaching. Teacher's support through supervisors plays an important role in providing professional development opportunities to school teachers. The study found out that some supervisors do not often give support and assistance to the teachers. However, teachers seek for help through their supervisors when the need arise. New teachers are inducted and guided in topics which they are not comfortable teaching. Yet, most of the times teachers are on their own, unless looking for information themselves elsewhere, most of the time teachers are not given support and they are on their own. Teachers at school have different activities that they are in charge of and they are awarded according to the effort they have put on those activities. Moreover, learners are provided with feedback on their academic progress every term, therefore learners receive recognitions and motivation from the school in the form of praises and academic awards given twice in a year.

The working environment

Teacher's motivation towards job satisfaction is the working environment. The study findings revealed that the school under study has positive environment with the spirit of working hard since Hage Geingob High Secondary School is a school of excellence, teachers are fantasised by this

slogan to work hard which at the end they will feel fulfilled. MThe school environment enhances teaching and learning for academic excellence to some and to some teachers the school environment is not conducive.

“The schools working environment is conducive and this motivates one to do their job at ease and this is reflected in the performance of the learners” (P11).

“Everybody gets along well with each other at the school” (P18).

“The school handles its discipline cases very well and the classroom we are conducive for learners to learn and for the teacher to teach” (P15).

A working environment has big influence to one’s productivity. According to Munyengabe et al. (2016), a good classroom environment makes teachers and students feeling good and comfortable during their teaching/learning processes. The classroom arrangement at Hage Geingob is good, resources such as syllabus, chalkboard, and books are present although the school is not advanced in technology. The study findings revealed that disruptive behaviours are controlled in the school as well as in the classroom to make the school environment suitable for learning. The school is best for good discipline which led to high academic excellence. The good classroom environment is helpful at the secondary or primary school’s levels because the good environment provides the motivation of teachers in their everyday teaching activities. These findings are consistent with Suson (2019) who narrated that the product of teaching-learning process is determined not just by the performance of teachers, but also the quality of the environment where they are working.

Communication and teacher participation in decision making

Communication and teacher’s participation in decision making helps to boost teachers’ morale and motivates them to work properly and more effectively. This increases the productivity and

efficiency and enhances job satisfaction. However, the study found out that majority of the participants are of the opinion that is lack of communication at the school when it comes to vital decision at the school.

“Some teachers are excluded from the decision-making process at the school” (P20).

“When we air our opinions, they are regarded as irrelevant and we are considered to be trouble brewer and this affects our satisfaction with the management” (P17).

“Our opinions are valued at all hence sometimes you just keep quiet” (P14).

The study uncovered that there are groups within the school, and that teachers label each other if you question the management decision. Some participants feel that the communication which is utilised at the school is more on autocratic, dictating information to the staff. Although minority feels there is proper communication, whereby they are free to speak their minds but their opinions and contributions are not valued or taken seriously. Furthermore, some decision is made hierarchy and no much involvement of the teachers. Oraman, Unakitan and Selen (2011) state that including employees in decision making of the organisation gives them a purpose and makes them feel like they belong. Teachers are just informed on what to do but they do not contribute in decision-making. Lastly, the study uncovered that the management makes all of the decisions on behalf of the teachers and not all decisions involve teachers, not all suggestions are taken.

Leadership style/influence and teamwork

Teachers’ satisfaction is also associated with good interpersonal relationship with the school heads and other subordinates. Based on the results gathered, leadership of the school has also a big influence on teacher’s satisfaction with his/her job. The study’s findings are consistent with Bambrick-Santoyo and Peiser (2012)’s assertion that leadership in schools is a significant factor, as it influences the performance of the learners because it directly affects the

learning environment around the school. The study findings revealed that teachers value highly the respect between the teachers and the school management as an influential item to construct the good relationship between the teachers and school management. The participants pointed out that:

“It is a good thing for mutual respect to exist between the teacher and the management so that the teacher can be satisfied with his/her job and produce satisfactory results” (P10).

“Respect is a mutual concept and if it evident in the teacher and management relationship then good fruits will be produced” (P13).

“The reason why things work effectively at this school is because of the good working relationship between the principal and the teachers” (P14).

From above data, it is seen that if the good relationship is maintained at the workplace the level of job satisfaction will be increased. This implied that good relationship between the management and teachers will likely attained the goal and objectives of the school. Therefore, teachers are happy and interested to work in the place where there is a good relationship with their school management. The study found out that the school management and teacher’s mutual respect has a strong influence on learner’s learning and performance.

The study findings revealed that the school management decision-making strategy and leadership style have a significant influence on teachers’ task performance at Hage Geingob Secondary School. Pashiardis (2013) observes that effective leadership is vital in empowering learners, improve classroom management and raise the levels of student achievement. The school management managerial strategy to boost teachers’ morale towards high task performance has to be adopted and play a significant role in teacher’s job satisfaction.

Conclusively, the study argues that the quality of the relationship between teachers and school management has a significant impact on teacher’s job satisfaction and productivity. The principal of school is the main leader who not only handles the schools’ operations but is also responsible for the growth of teachers’ career as well. Consequently, the success of any school depends on the type of leadership the school head provides to both the teachers and students (Vidoni& the European Commission, 2011). According to studies a successful school principal is the leader of school and impacts a lot on teachers’ intention to stay in teaching profession because he influences the behaviours of teachers towards the teaching.

Performance management systems at Hage Geingob High School

A well-oiled education system is important for a number of reasons including human development and the maintenance of socially responsive economic and political systems (Modisaotsile, 2012). When a performance management system is formulated well, there are positive outcomes. With no system in place, feedback between leaders and teachers is less frequent or often non-existent. Schools need systems that set objectives and define work plans. Even more importantly, teachers want feedback on their performance and need to know how they can improve performance. The study asked the participants about the performance management system at their school and they stated that:

“I am not aware of the performance management at the Hage Geingob” (P19).

“There is a performance management system at Hage Geingob SS but I have no understanding of how it works” (P11).

“The performance management at the school is dormant, nobody takes it serious” (P16).

The study found out that majority of the participants are not aware of the performance management, and the participants that knows it

don't fully understand it. The study findings differ from Eslami and Gharakhani (2012) observation that employees are aware of the performance management policy that measures their progress hence they become satisfied with their work. The study defines the performance management systems as a strategic and integrated approach of conveying continued success to institutions by developing the people in a way that improves group and personal performance. Some of the participants define it as how you manage to supervise the performance of the institution by measuring the output against the input.

The benefits of Performance Management System

Teachers are considered to be the pillars of the country because they mould the future leaders. However, some schools fail to recognise the significance of teacher's career growth and development in strengthening the output of the school. To optimise productivity and increase individual morale, developing good performance management system is essential. It is a comprehensive process that includes full cooperation and involvement of each member. The participants highlighted the benefits of the performance management systems as:

"It increases one's focus and drives"
(P12).

"It empowers the workforce" (P9)

"It strengthens the foundation of one's talent" (P15)

"It allows proper evaluation and raises retention and morale" (P2)

Armstrong (2015) noted that there are two perspectives in evaluating a performance management system: the effectiveness of the system as judged by management; the effectiveness of the system as judged by employees. The benefits of the performance management at the school is that the management is able to identify problems that hinders academic performance then it will assist the school in

performing better. The study results show that performance management systems enable the school make some reformations that will enhance learning and teaching at the school. The implementation of the performance management system at the school helps in revising and setting out clear objectives that will improve the academic performance of the school. The performance management system enables the school to come up with strategies such as extra classes and holiday classes to compliment on the normal teaching hours which are not sufficient. Through the performance management systems, the school management assess the performance of the teachers in their respective subject and once a high failure percentage is detected, the management devices ways to handle the situation and addresses effectively it, to improve the future results of the school.

Findings

Job satisfaction affects learner's performance and educational improvement is not possible without improving these two factors. It leads towards school improvement, quality education, and learner's satisfaction, which is the ultimate goal of any school. Teaching provides teachers with opportunities to advance professional in so many ways. Additionally, teaching provides opportunities for career advancement especially when to choose methods of delivery and source for the new teaching skills.

The study found out that when there are changes in the curriculum it enhances teaching skills as teachers are given sufficient training. Moreover, the school is also guided by policies, and teachers are given opportunities to apply for study leave so that they may go and further their studies. The teacher's job satisfaction has a great impact on the learner's performance especially when the nature of their job allows them interact with the learners and advance professionally. The nature of the job of the teaching provides them with life time career goal, and some teachers become lectures or tutors.

Job satisfaction as a positive feeling about a career, resulting from an evaluation of its characteristics. The teacher's job satisfaction impacts the learner's performance because the school has available resources like copy machines, electronic boards which will enable the teachers to gain teaching skills from the traditional way of teaching to the modern ways of teaching using new teaching media. Teachers have access to updated curriculum and many sources with access to internet and a link with other schools. Old question papers and memorandum are available. This finding implies that when teachers up to date with new trends and innovations, it contributed to their job satisfaction. Thus, these teachers are willing to adopt such new trends and innovations in education, in order to improve the existing education in the country. This finding implies that sufficient reading materials and journals for teachers to be used in teaching process could contribute for high job satisfaction.

Conclusion

The purpose of this study was to explore the influence of job satisfaction on learner performance, and outline causes of poor learner performance. It can be concluded that the impact of teacher's job satisfaction on learner's performance is influenced by some factors. However, when these factors are well handled, the teachers become satisfied with their jobs and execute their duties exceptionally well. In particular, teachers indicated that their workload affect their satisfaction in the sense that when their workload is heavy, they become dissatisfied and exhausted but when their workload is light and manageable, they perform their duties with ease and this positively influence the learner's performance. The study results showed that the performance management system is not addressed well at Hage Geingob High School and it need to be addressed very soon so that the school can measure the performance of the teachers. Thus, the study found that performance management system is effective in improving the performance learners because it increases the teacher's focus and drive to deliver quality

education and cater to the educational needs of the learners.

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